CRITICAL TASK SITE SELECTION BOARD (CTSSB)

Mr. Duane Randall
Quality Assurance Evaluator
Soldier Support Institute

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- **What is it?**
  - **Process to Identify Training Needs Within an MOS/AOC**
  - **Governed by TRADOC Regulation 350-70**
  - **Analysis Phase of the Systems Approach to Training**
  - **Final Product = Soldier Training Publications (STP); Soldiers Manuals (SM) or Officer Foundation Standards (OFS)**

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- **When do we Conduct a CTSSB**
  - **Significant Change in Doctrine**
  - **Change in the Contemporary Operating Environment (COE)**
  - **Every Two – Three Years for Review**

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- **Job Analysis**
  The Process Used to Identify Individual Critical Tasks (Including Leader Tasks) a Job Incumbent Must Perform to Successfully Accomplish His/Her Mission and Duties as well as Survive on the Battlefield. These Tasks are Critical for that Job. They May be One of Four Types:
  - **Common Soldier Tasks.**
  - **Common Skill Level Tasks.**
  - **Critical Individual Tasks.**
  - **Shared Tasks**

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- **Task**
  A Clearly Defined and Measurable Activity Accomplished by Individuals and Organizations. It is the Lowest Behavioral Level in a Job or Unit that is Performed for its Own Sake. It Must be Specific; Usually has a Definite Beginning and Ending; May Support or be Supported by Other Tasks; has Only One Action and, Therefore, is Described Using Only One Verb; Generally is Performed in a Relatively Short Time (However, There may be No Time Limit or There May be a Specific Time Limit); and it Must be Observable and Measurable. The Task Title Must Contain an Action Verb and Object and May Contain a Qualifier.

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- **Critical Task**
  A Collective or Individual Task a Unit or Individual Must Perform to Accomplish Their Mission and Duties and to Survive in the Full Range of Army Operations. Critical tasks Must be Trained. Types of tasks that can be Identified as Critical Include:
  - **Collective Task**
  - **Common Skill Level Task**
  - **Common Soldier Task**
  - **Individual Task**
  - **Shared Task**

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- **Collective Task**
  A Clearly Defined, Discrete, and Measurable Activity, Action, or Event (i.e., Task) Which Requires Organized Team or Unit Performance and Leads to Accomplishment of a Mission or Function. A Collective Task is Derived from Unit Missions or Higher Level Collective Tasks. Task Accomplishment Requires Performance of Procedures Composed of Supporting Collective or Individual Tasks. A Collective Task Describes the Exact Performance a Group Must Perform in the Field Under Actual Operational Conditions.

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- **Individual Task**
  The Lowest Behavioral Level in a Job or Duty That is Performed for its Own Sake. It Should Support a Collective Task; it Usually Supports Another Individual Task. Individual Tasks Include**:**
  - **Common Soldier Task**
  - **Leader Task**
  - **Common Skill Level Task**
  - **Organizational Level Task**

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- **Task Performance Specifications**

The Specifications that Describe how the Task is Actually Performed, Under What Conditions it is Performed, and How Well the Individual Must Perform it. They are the Task Performance Details Needed to Establish the Individual Training Strategy and to Design and Develop Follow-On Training. The Specifications are:

- Task Title
- Task Number
- Task Performance standard
- Task Performance condition
- Task Performance steps
  - Supporting Skills and Knowledge for Each Performance Step
  - References Required for Performance Step
  - Safety Factors, Hazards, and Considerations Associated with for Each Performance Step
  - Environmental Factors and Considerations Associated with for Each Performance Step
  - Equipment and Materials Required to Perform the Performance Step
  - Supporting Individual Task(s) Performed as Part of or in Support of the Individual Task Being Analyzed.
- Performance Measures
- Supported Individual Task(s)
- Supported Collective Task(s)
- Army Universal Task List (AUTL) Supported Task
- Task Certification Requirements (if Applicable)

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- **Task Performance Steps**
  The Major Procedures (i.e., Actions) a Unit Must Accomplish to Perform a Critical Collective Task to Standard. They –
  - Describe the Procedure the Task Performer(s) Must Take to Perform the Task Under Operational Conditions.
  - Provide Sufficient Information for Task Performer(s) to Perform the Procedure. (May Necessitate Identification of Supporting Steps, Procedures, or Actions in Outline Form.)
  - Can be Another Collective Task or an Individual (Leader) Task (if a Collective Task Step)

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- **Condition**
  - **Learning Objective Condition**
    The Learning Objective Condition Describes the Training Situation or Environment Under Which the Student Must Perform the Learning Action Statement. It Includes any Pertinent Influence on Learning Objective Performance, Including Identification of Materials, Facilities, and Equipment the Student Must Have to Perform the Objective.
  - **Task Condition**
    The Task Condition Describes the Field Conditions Under Which the Task will be Performed. The Condition Expands on the Information in the Task Title by Identifying When, Where, and Why the Soldier Performs the Task and What Materials, Personnel, and Equipment the Soldier Must Have to Perform the Task.
  - **Special Condition**
    A Performance Condition Which Occasionally Occurs and Affects Soldier Ability to Perform the Critical Task to the Established Standard. These Special Conditions Include, but are not Limited to, Wearing of MOPP4, NVD, or SCUBA when Performing the Task

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- **Standard**
  A Statement Which Establishes a Criteria for How Well a Task or Learning Objective Must be Performed. The Standard Specifies How Well, Completely, or Accurately a Process Must be Performed or Product Produced.
  - The Task Standard Reflects Task Performance Requirements on the Job.
  - The Learning Objective Standard Reflects the Standard that Must be Achieved in the Formal Learning Environment

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- **Skill**
  The Ability to Perform a Job Related Activity Which Contributes to the Effective Performance of a Task Performance Step.
- **Knowledge**
  Information or Fact Required to Perform a Skill or Supported Task

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- **Which One of the Following is a Skill?**
  - **Write a Memorandum for Record**
  - **Utilize Microsoft Word**

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- **Which Task Title is Correct?**
  - **Qualify with an M-4 Carbine Rifle**
  - **Engage an Enemy Target with M-4 Carbine Rifle**

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- **Which of the Following is a Knowledge?**
  - **Conduct a Career Counseling Session**
  - **Determine Soldier's Reenlistment Eligibility**

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CTSSB Site

Welcome

The mission of the U.S. Army Recruiting and Retention School began with the rapid expansion of the Army during World War II and the establishment of the Adjutant General's School (AGS) at Arlington Cantonment, Virginia, on 13 June 1941. Recruiting was one of the special courses taught officers and enlisted soldiers of the AGS throughout the war while officers and enlisted women of the Women's Army Corps (WAC) received recruiting instruction also. After moving several times during the war, the AGS relocated to Camp Lee, Virginia, in September, 1947. At that time, the school curriculum included both officer and enlisted recruiting courses. The AGS gave formal recognition to its recruiting training mission when it established a Recruiting Department on 18 April 1949. When the Adjutant General's School transferred operations to Fort Benjamin Harrison, Indiana, in March of 1951, the Recruiting Department was one of seven academic departments offering training and instruction in various facets of the Army's vast and expansive post-war personnel system.

The Recruiting Department remained one of the Adjutant General's School's basic training agencies from 1951-1973, merging with the school's Personnel Management Department in February 1953 and adding Career Counseling instruction to the Enlisted Recruiting Course in April 1959. In July 1975, the Personnel Management Department became one of seven academic departments included in the organization and structure of the U.S. Army Institute of Administration (USAIA), an ambitious organization that merged the missions and functions of the U.S. Army Adjutant General School and the U.S. Army Finance School. On 1 July 1980, USAIA reorganized into the U.S. Army Institute of Personnel and Resource Management (IPRM) and was composed of four schools, one of which was the Personnel Management School. The Recruiting and Retention Divisions formed the bulk of the new school's organization and instructional responsibilities.

On 1 January 1983, the recruiting and retention training functions were separated from the Personnel Management School to form the basis of a new U.S. Army Recruiting and Retention School (RRS) whose mission was to train officers and noncommissioned officers in the skills, knowledge and techniques required to man and sustain the strength of America's Army. The RRS maintained its separate school status in a subsequent reorganization of the IPRM into the U.S. Army Soldier Support Institute (SSI) in August 1984. With the closure of Fort Benjamin Harrison, the RRS was transferred to Fort Jackson, South Carolina where it has remained a vital part of the U.S. Army Soldier Support Institute since October 1995.

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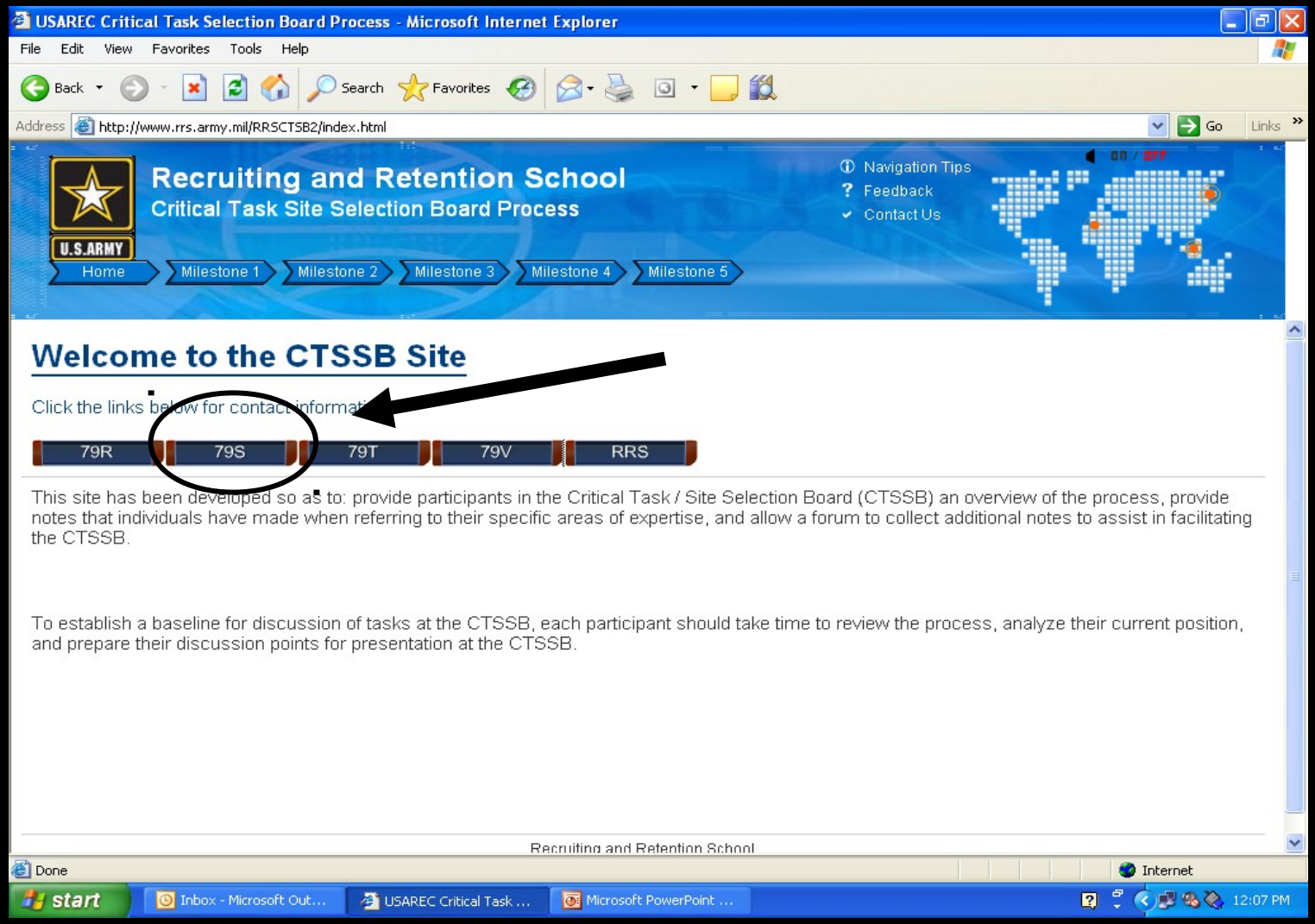
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To establish a baseline for discussion of tasks at the CTSSB, each participant should take time to review the process, analyze their current position, and prepare their discussion points for presentation at the CTSSB.
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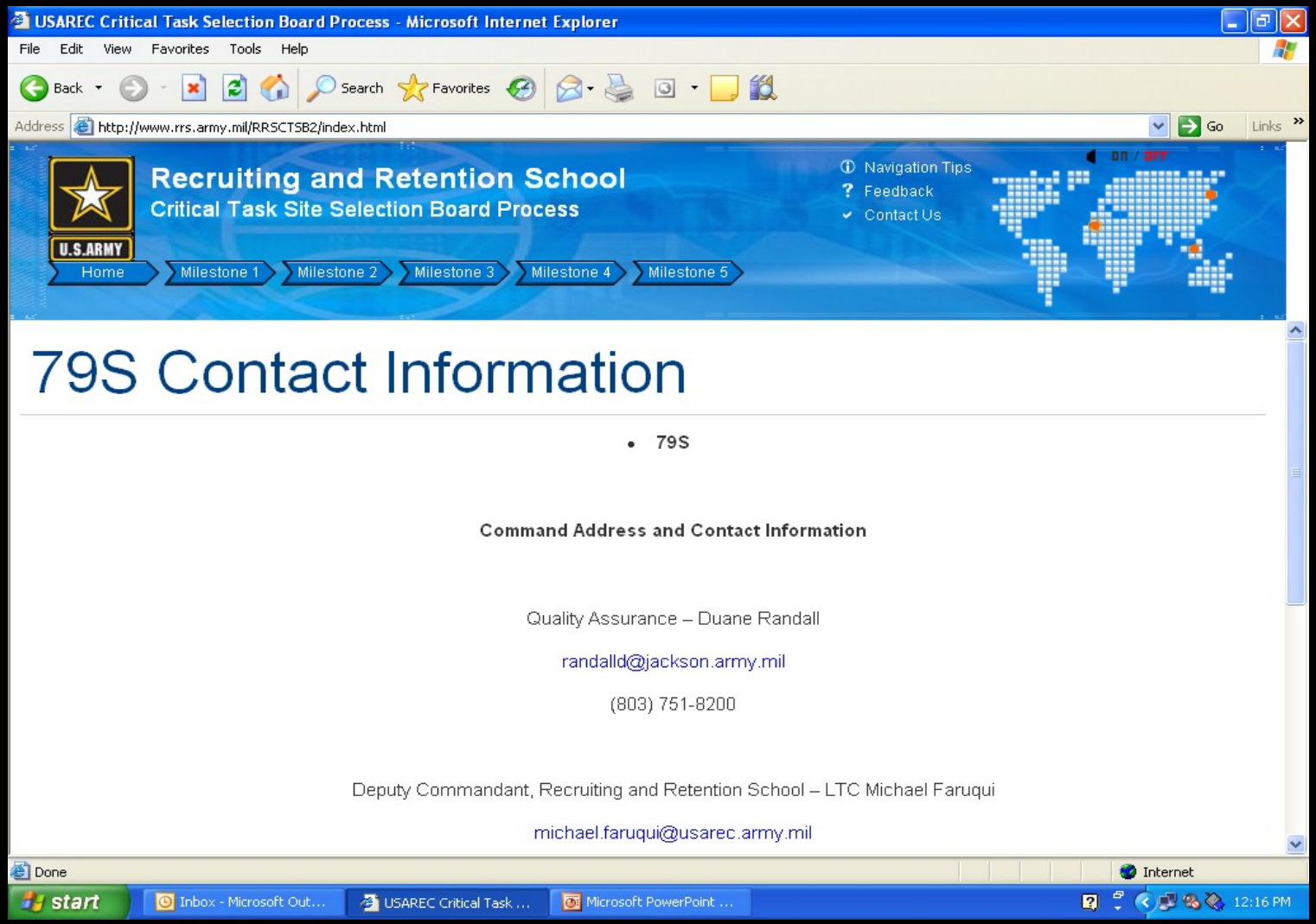

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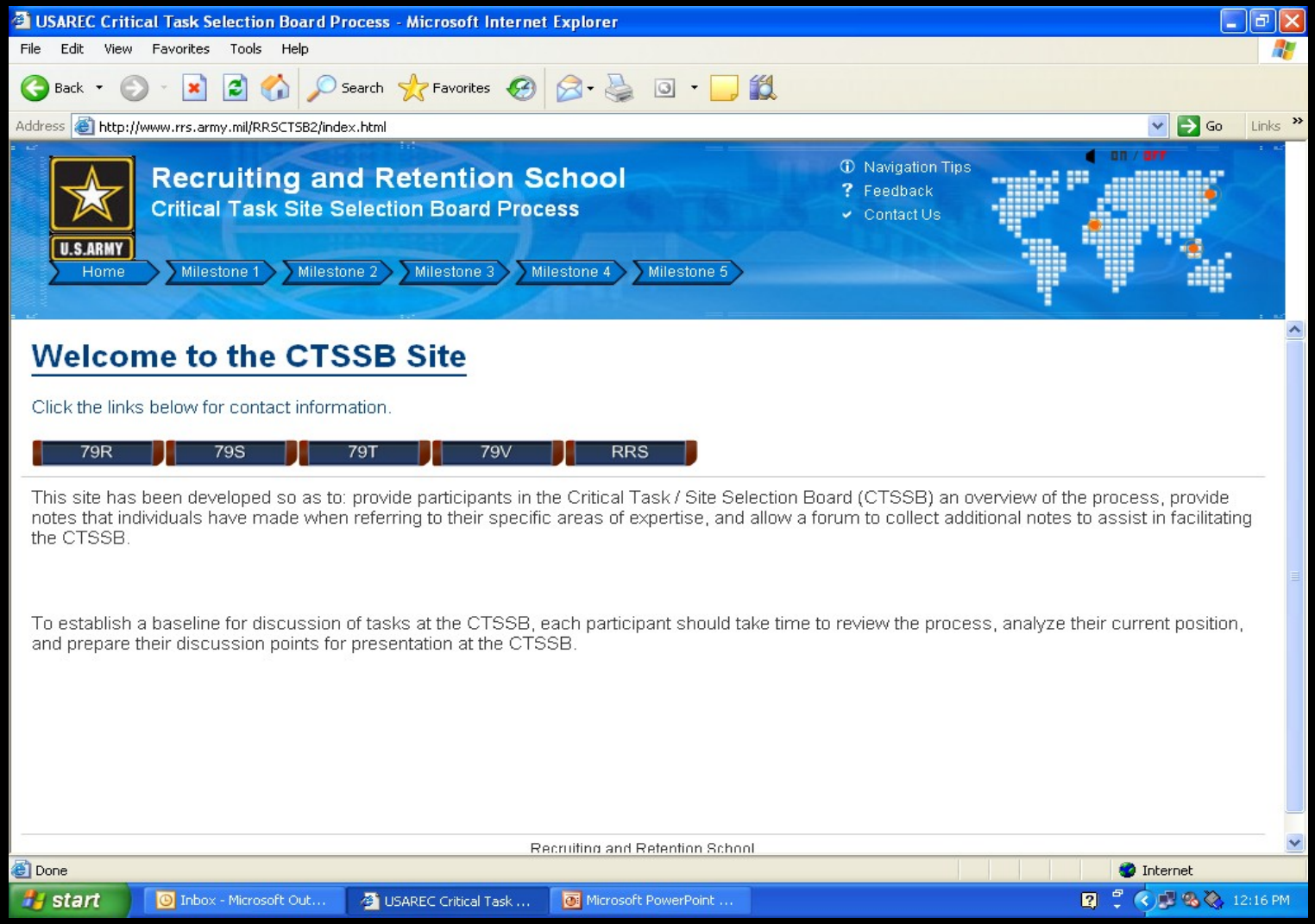
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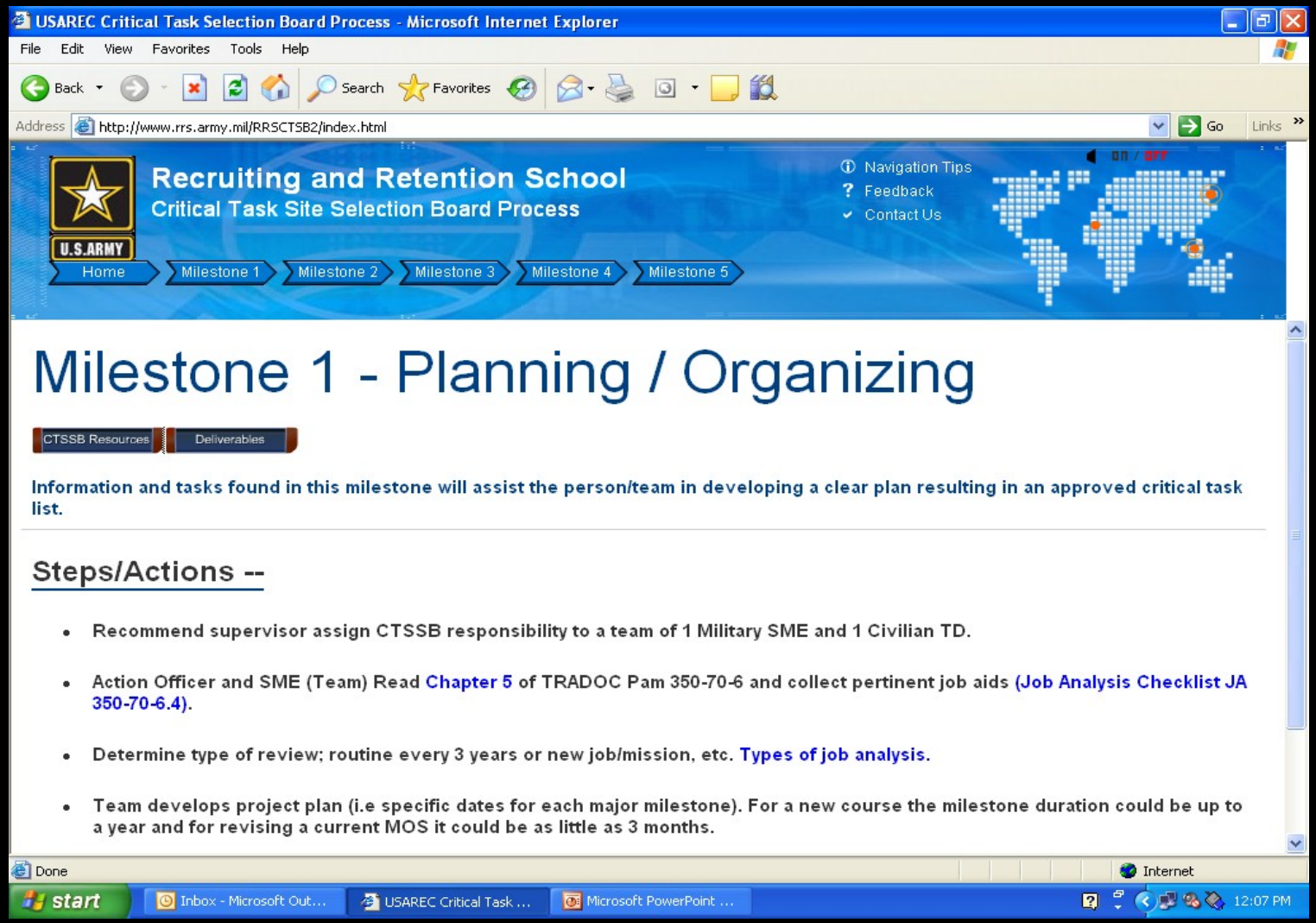
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Milestone 1 - Planning / Organizing
CTSSB Resources
Deliverables
Information and tasks found in this milestone will assist the person/team in developing a clear plan resulting in an approved critical task list.
Steps/Actions --
Recommend supervisor assign CTSSB responsibility to a team of 1 Military SME and 1 Civilian TD.
Action Officer and SME (Team) Read Chapter 5 of TRADOC Pam 350-70-6 and collect pertinent job aids (Job Analysis Checklist JA 350-70-6.4).
Determine type of review; routine every 3 years or new job/mission, etc. Types of job analysis.
Team develops project plan (i.e specific dates for each major milestone). For a new course the milestone duration could be up to a year and for revising a current MOS it could be as little as 3 months.
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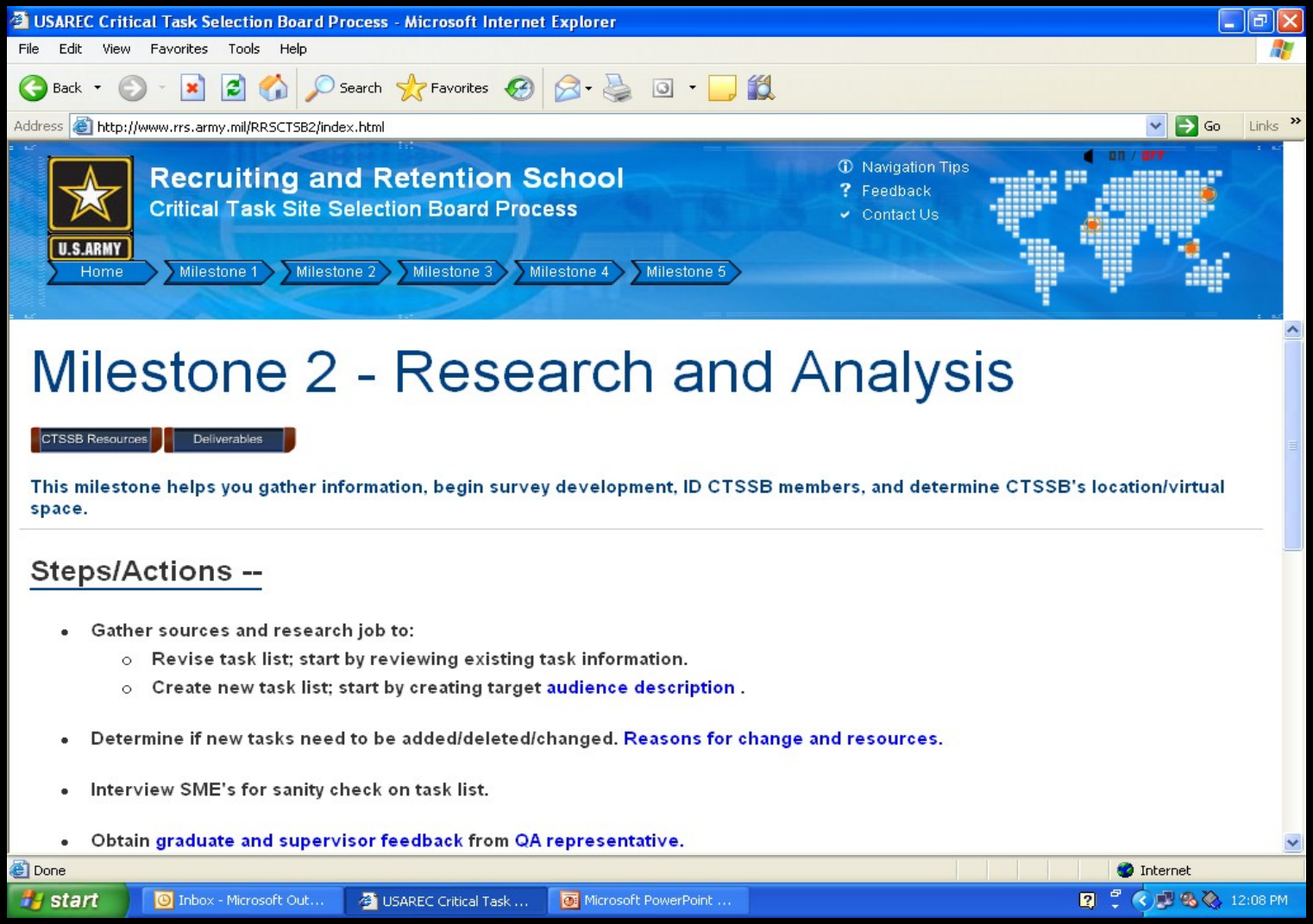
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Milestone 2 - Research and Analysis
CTSSB Resources
Deliverables
This milestone helps you gather information, begin survey development, ID CTSSB members, and determine CTSSB's location/virtual space.
Steps/Actions --
Gather sources and research job to:
Revise task list; start by reviewing existing task information.
Create new task list; start by creating target audience description .
Determine if new tasks need to be added/deleted/changed. Reasons for change and resources.
Interview SME's for sanity check on task list.
Obtain graduate and supervisor feedback from QA representative.
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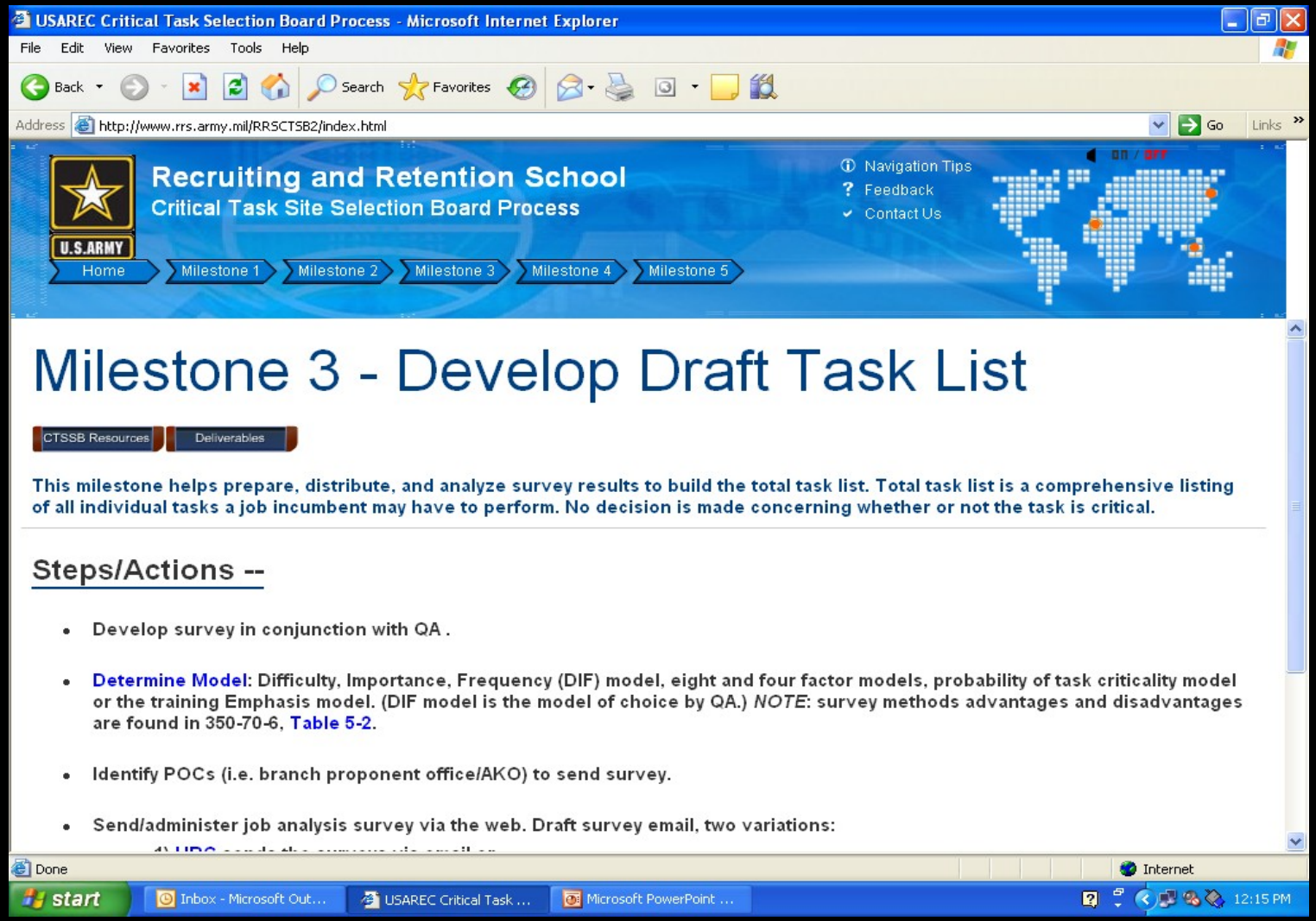
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Milestone 3 - Develop Draft Task List
CTSSB Resources
Deliverables
This milestone helps prepare, distribute, and analyze survey results to build the total task list. Total task list is a comprehensive listing of all individual tasks a job incumbent may have to perform. No decision is made concerning whether or not the task is critical.
Steps/Actions --
Develop survey in conjunction with QA .
Determine Model: Difficulty, Importance, Frequency (DIF) model, eight and four factor models, probability of task criticality model or the training Emphasis model. (DIF model is the model of choice by QA.) NOTE: survey methods advantages and disadvantages are found in 350-70-6, Table 5-2.
Identify POCs (i.e. branch proponent office/AKO) to send survey.
Send/administer job analysis survey via the web. Draft survey email, two variations:
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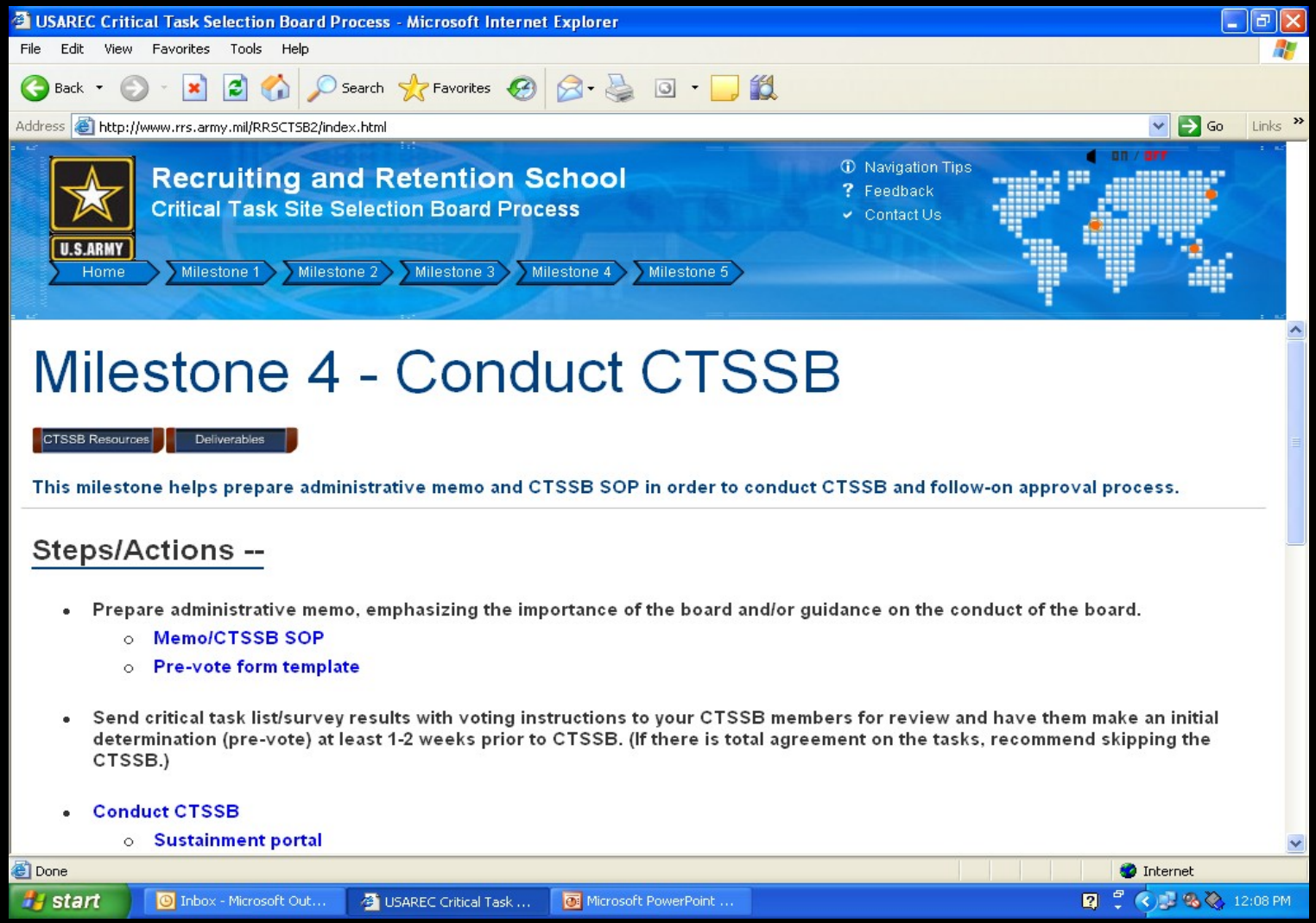
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Milestone 4 - Conduct CTSSB
CTSSB Resources
Deliverables
This milestone helps prepare administrative memo and CTSSB SOP in order to conduct CTSSB and follow-on approval process.
Steps/Actions --
Prepare administrative memo, emphasizing the importance of the board and/or guidance on the conduct of the board.
Memo/CTSSB SOP
Pre-vote form template
Send critical task list/survey results with voting instructions to your CTSSB members for review and have them make an initial determination (pre-vote) at least 1-2 weeks prior to CTSSB. (If there is total agreement on the tasks, recommend skipping the CTSSB.)
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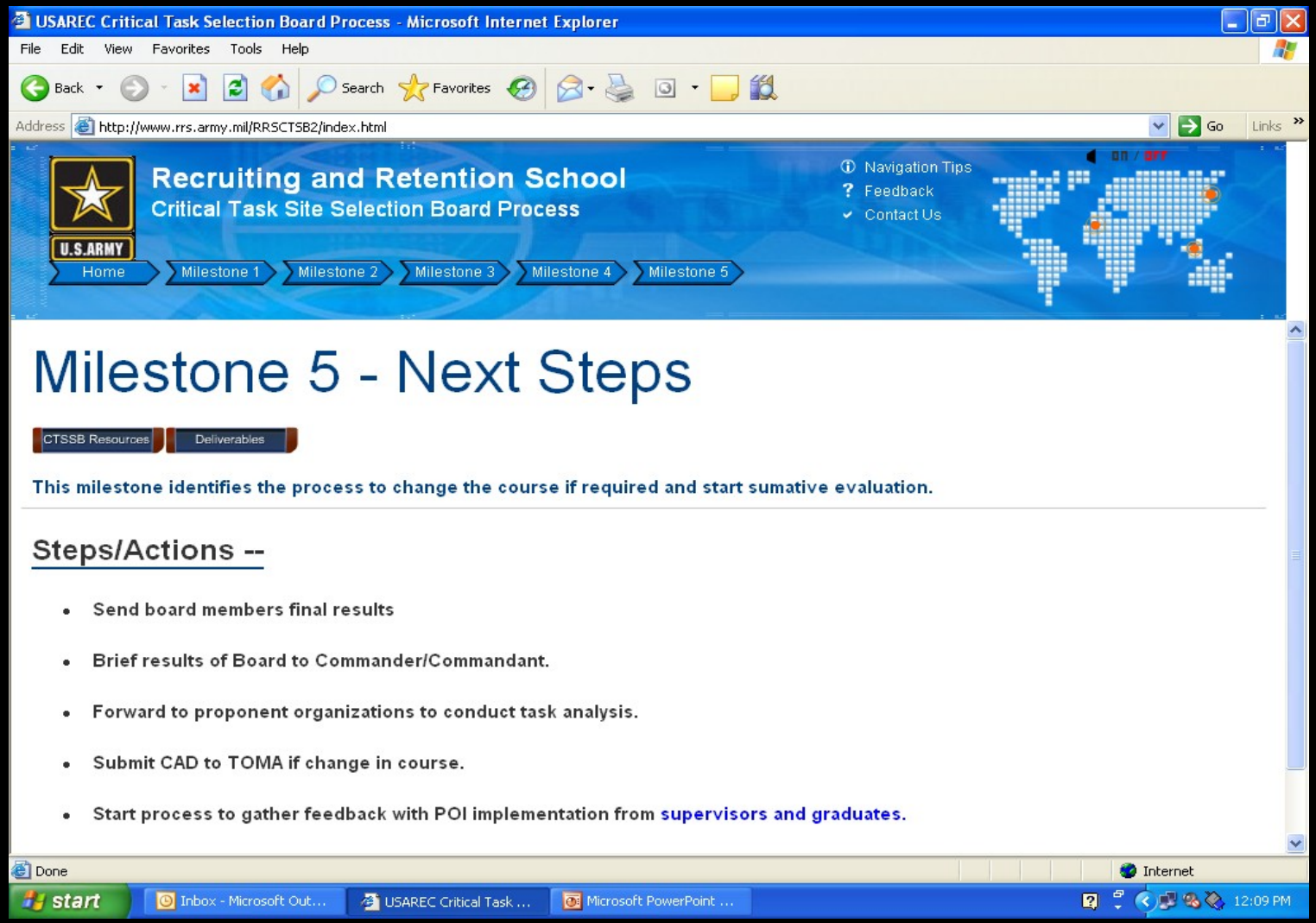

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